

Education Well Supported By The State.

SPLENDID SCHOOL SYSTEM MAINTAINED BY THE STATE

Ample Means Always at Hand to Keep Schools at High Standard.

The System Is Complete From the Little Red School House to the Modern University.

The public school system of Utah is her pride and her boast. The growth of the educational system has been steady and upward from the beginning—when conditions in the early days were such that the problem to be straightened out assumed appalling proportions. Conditions then were in all their native crudity and had to be brought up through the changes of later years, until now a standard of excellence has been reached, that is recognized throughout the Union.

The constitution of the state of Utah provides for the establishment and maintenance of a uniform system of public schools, open to all children of the state and free from sectarian control. The public school system is to include kindergarten, common schools, consisting of primary and grammar grade, high schools, an agricultural college, a university, and such other schools as the legislature may establish, the common schools to be free.

The establishment of schools has gone steadily onward and upward in their surroundings and conditions, the state of Utah boasting of schools, public and private, that are excelled nowhere in the land. The State University, now located to the east of the city and on a height commanding a view of the valley, surrounded by sixty acres of land, offers great facilities in an educational way, and its graduates are occupying some of the most prominent and responsible positions in the state, and in some cases, in other states.

The public school systems in the different cities, towns and villages are of the very best, the very latest and most improved methods in vogue being expounded in each instance. The high schools, the Agricultural college, and other schools are always crowded to their capacity by students, who do not come from this state, but from other and surrounding states and territories.

State's School Population.

The latest school census gives as the number of school children in the state, between the ages of 6 and 18 years, the sum of 86,353, divided as follows into the different counties:

Beaver	1,176
Cochise	3,320
Cochise	4,447
Cochise	1,226
Davis	2,729
Emery	1,706
Garfield	1,197
Grand	209
Iron	1,211
Utah	2,483
Kane	631
Millard	1,834
Morgan	654
Plute	654
Rich	739
Salt Lake	7,526
San Juan	152
Sanpete	5,280
Sevier	2,894
Summit	2,612
Tooele	1,897
Utah	1,790
Utah	5,578
Weber	571
Washington	1,588
Wayne	727
Weber	3,121
Salt Lake City	14,425
Ogden City	5,578
Provo	2,161

SALT LAKE BUSINESS COLLEGE.



SALT LAKE BUSINESS COLLEGE—TEMPLETON BUILDING.

This institution, which has been remarkably successful in the past, is entering upon its new year with far the most flattering prospects it has ever known. There is always a reason for such progress. An intelligent appreciation of the requirements of the great undertaking and the constant effort to meet them, has characterized the management. It offers to the young men and women of the city and state the opportunity to acquire those elements of a practical education which fit them for the higher class, and consequently the more profitable employments. Hundreds have already valued themselves of the opportunity, and they have found and are finding acceptable situations for which trained graduates are in demand. It has become the practice of business men and firms to apply at this institution when needing skilled help and this is a matter of practical advantage to the graduates. The handsome catalogue has issued includes the roll of pupils for the past year, and the addresses show that almost every village center and every settlement in the state is represented. Located in one of the finest buildings

Logan City 1,392
Total 86,353
Salt Lake county undoubtedly ranks first in the matter of schools, not alone for the excellence of her buildings and large corps of teachers, but in her large attendance.

Since the establishment of the first school in Salt Lake county, in Holladay in 1839, the progress and advancement in the educational system has been something that now forms the basis of the city's proudest boast.

The present public school system in Salt Lake City was first organized in 1850 and since then rapid has been the improvement and great strides made in education. The school population grew so rapidly that the board of education has at all times been confronted with the problem of erecting adequate school buildings adequate to accommodate the rapidly increasing number of pupils, but they have been equal to the emergency and now some of the finest school buildings in the country stand as monuments of progress and enlightenment.

Growth of Salt Lake.

As showing the increase in number of pupils, it suffices to state that where in 1850 and 1851 there were 6,385 pupils enrolled, on the opening school day of this year, over 11,000 pupils presented themselves for enrollment in the city of Salt Lake, besides which a great many more are expected. While the number of teachers at the beginning of the system was only 101, this year's list shows a total of 320 now employed in the city schools.

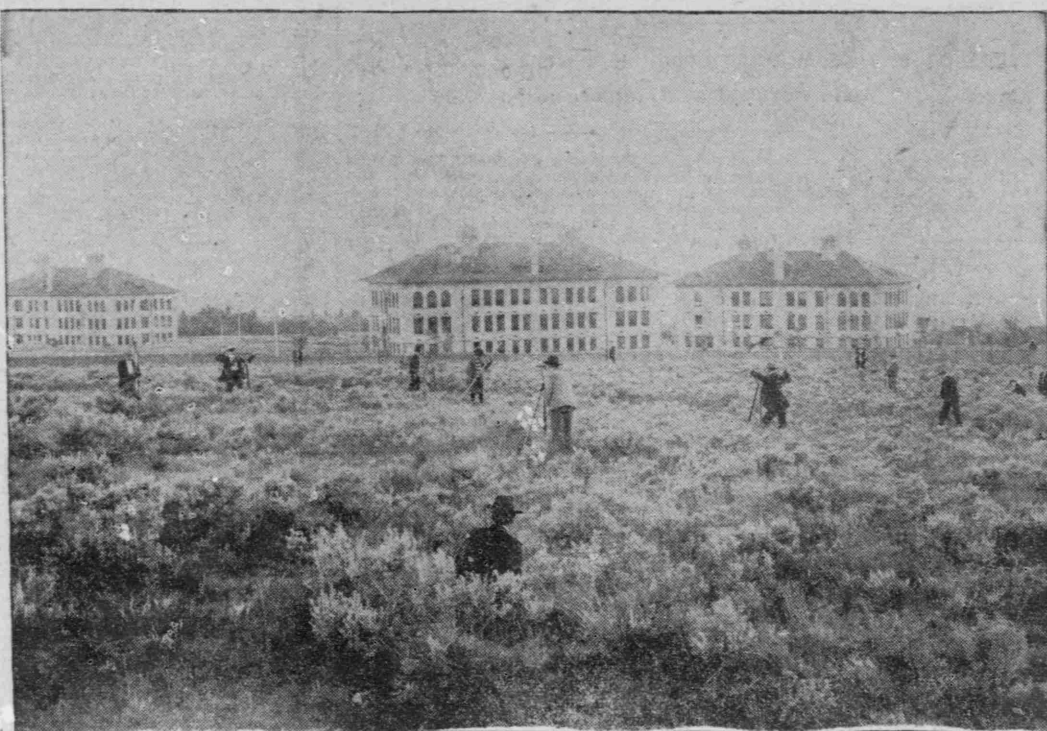
The school system is divided into three departments—primary, grammar and high school. The superintendent in the exercise of his functions has general supervision over all those departments and over all teachers, principals and special superintendents.

The course of study used in the schools does not differ materially from that employed in graded schools elsewhere. The elementary school course requires nine years of study for its completion, while the High school courses cover four years and are four in number—the classical, scientific, English and business. Students of the High school are offered four years' study of Latin, two years of Greek, three years each of either French or German, four years of English, a year's study by the laboratory method of several of the sciences, training in High school mathematics, history and other subjects. In both High and graded schools the nature of the instructions are of a high order, and the spirit of the teachers in their desire to know and grow are such as to give excellent results in their teachings. There are twenty-five school buildings, all designed and erected with an eye to both comfort and convenience, and hygienically faultless, in addition to which another new one is now in course of construction, to cost over \$70,000, on upper State street.

University of Utah.

The University of Utah is located on the Fort Douglas military reservation, to the east of the city. There are sixty acres of ground surrounding the buildings, which are three in number, and the location is an ideal one. In its buildings are included school of arts and sciences, school of mines and the state normal, which includes the pre-

THE UNIVERSITY OF UTAH



UNIVERSITY OF UTAH; ITS PRESENT GROUP OF BUILDINGS.

A more healthy or beautiful location for an educational institution could hardly be found than that occupied by the University of Utah, situated as it is on the bench land east of Salt Lake City and overlooking the city and the beautiful valley of the Great Salt Lake.

Three fine new buildings, each designed for special purposes, are now used by the different departments of the University, and two more will be ready for use by the 1st of January. The complete plan for the University embraces six or seven different buildings, and these will be added as the growth of the state and the increasing attendance demand.

The University is now better prepared than ever before to give to the young men and women of the state a thorough and practical education. The culture to be obtained from pursuit of scientific, literary and linguistic studies is offered by the courses of general science and liberal arts.

Few normal schools in the United States offer better advantages to those

paratory school. The university offers courses in arts, sciences, mining and electrical engineering, preparation to college course and normal and kindergarten courses.

The registration of pupils in all departments for the term 1900-01 was 786 students, but this year's enrollment is expected to greatly exceed that number. The school of mines is one of the most important and in regard to its future Joseph E. Merrill, principal, in his report to Professor J. T. Kingsbury, says:

"I am firmly convinced that the mining school may be made the most popular department of the college work. Two years ago when shop work was offered for the first time it was elected by about six students; last year by a dozen; and this year between forty and fifty will apply next year." Prof. Merrill thought it would require \$20,000 to meet and stated that among the improvements needed is a workshop, to include a foundry, forge rooms, machine shop and hydraulic testing laboratory. In the normal school, according to Professor Kingsbury, there has been an increase of the normal graduates by 57 per cent in two years, the number of students being 250, in addition to 200 at the branch normal in Cedar City.

Money for University.

The estimates for the maintenance of the university for two years, beginning July 1, 1901, are given by Prof. Kingsbury, principal, at the following figures:

General maintenance, \$100,000; electrical apparatus and other supplies and material, \$8,000; maintenance of branch

who wish to become teachers than does the liberal education given by the normal course, the prospective teacher is taught how to teach in all the grades of the public school under the direction of the best critic teachers. Most excellent opportunities are also offered to those who wish to be trained for kindergarten work. Manual training and domestic science are features of the normal and kindergarten courses.

A branch of the state normal school, located at Cedar City, Utah, offers excellent advantages to the young people of southern Utah to obtain a good general education as well as normal instruction.

The state school of mines, made by legislative enactment a part of the University of Utah, offers peculiar advantages to the young men of Utah and the whole surrounding country in the thorough and practical courses it offers in mining and electrical engineering. All the studies in these courses are well supplied with the necessary apparatus. Machine shops are well fitted up for

normal, \$16,000; kindergarten, \$5,000; building for school of mines, etc., \$60,000; machine shop and outfit, \$10,000; gymnasium, \$20,000; extra teachers, \$2,500. A chair of law is also advocated by Professor Kingsbury and an appropriation of \$4,000 for this purpose is recommended.

In regard to the buildings and grounds \$200,000 has already been expended, divided as follows: Boiler house and tunnel of heating plant, \$26,500; water and sewage system, \$3,624; service pipes for gas and an electric cable, \$464.50; planting of trees, \$1,322.88.

These, with many other minor improvements, including the cost of moving from old quarters, aggregated \$90,000, leaving \$140,000 for the buildings, disposing of the first appropriation of \$200,000 grant.

The board of regents of the university desire to add to the buildings now there, providing the legislature will appropriate the amount which will be asked for. Among the improvements contemplated is adding a large assembly room, a machine shop and gymnasium. They will also ask the legislature for the same amount for maintenance as Professor Kingsbury, to wit, \$122,900, and in addition to this \$96,753.40 for new buildings.

The university library is, according to the report of Librarian Coray, in a flourishing condition, there being nearly 3,000 bound volumes on hand and 725 pamphlets. Under the hand of the late John R. Park, the library was endowed with \$10,000, the income from which is to go to establish and maintain a library.

This will add materially to the library, and as soon as the litigation now pending over Dr. Park's will is ended it is expected that the provisions made in respect to the library will be carried out.

How the Mormon Church Has Fostered Education.

Almost as soon as the people called Latter-day Saints, or Mormons, arrived in the desolate land since known as the territory and now the state of Utah, they established for themselves an organized institution for higher learning as early as 1850, about two and a half years after the first settlement had been made in the valley of the Great Salt Lake by the pioneers under Brigham Young. This institution they called the University of Utah, and it bore this name until it became the University of Utah, although it was always, nominally, at least, the state institution of higher learning.

The various common or district schools were also organized in the earliest times by the Mormons, and were generally kept open for a large part of the year in the remote districts and the newest settlements.

In these schools the Mormons were not particularly averse to the employment of "Gentiles," or outsiders, of those not of the Mormon faith were styled, and the writer can recollect attending in about the year 1876, a school taught by a well educated non-Mormon, while more than one prominent non-Mormon lawyer of this city tells of his pleasant recollections in early days while teaching the ward school under the supervision of the hard-headed of old-time Mormons trustees.

When the territorial free school system was inaugurated some twelve years ago, and the property held by the various ward schools was by voluntary donation turned over to the city and district boards of trustees, and became in name, as they had always been in fact, the acknowledged property of the citizens of Utah as a whole, although by donations and were often regarded as Mormon schools.

Meantime there had been growing up in a few localities schools supported wholly by donations from the Mormon people. In these schools the object was to teach the religious doctrines of the Latter-day Saints along with the usual school studies.

These schools were generally intended to be of a higher grade than the com-

mon schools, and the designation of stake academy was given them, it being the intention to establish one in

L. D. S. BUSINESS COLLEGE.



LATTER-DAY SAINTS BUSINESS COLLEGE—OPPOSITE TEMPLETON BLOCK.

The Latter-day Saints' Business college on Main and College streets, east of the Temple, is the first of the series of buildings now being erected in the center of Salt Lake City by the Latter-day Saints' university. The business college, which is open all year and has a night course from September to May, is the best equipped commercial school west of Chicago. It employs thirteen teachers, gives one, two, three and four-year courses in

work in wood and metals, and competent machinists are employed to direct and supervise the work. Great smelting and reducing plants can be reached by electric cars in a few minutes from the University grounds, and mines of wonderful richness and variety are within a few hours' ride from Salt Lake City. Frequent trips are made by engineering students to mines and smelters, where they make a thorough study of the methods and processes employed. The advantages that are thus offered for thorough and practical study of actual mining operations are not exceeded by any other mining school in the United States, however old or thoroughly equipped it may be in other respects.

There is no longer any need for young men and women to go away for the ordinary courses in general science, literature, the classics, mining and electrical engineering, and advanced normal courses. They can to advantage get their first degrees at home and go elsewhere for the master's and doctor's degrees and for post-graduate work.

every organized "stake of Zion." For a long time the "stakes" corresponded geographically with the counties of the territory, but recently in several places they have become more numerous than the counties in some parts of the state.

List of Church Schools.

Following is a list of the church schools, with the names of the principals or presidents:

Latter-day Saints university—J. H. Paul, president; Salt Lake City.

Brigham Young academy—G. H. Brimhall, acting president; Provo, Utah.

Brigham Young college—J. H. Linford, president; Logan, Utah.

Weber Stake academy—L. F. Moeck, principal; Ogden, Utah.

Snow academy—N. E. Noyes, principal; Ephraim, Utah.

Beaver branch Brigham Young academy—A. B. Anderson, principal; Beaver, Utah.

Juarez Stake academy—Guy C. Wilson, president; Juarez, Mexico.

Colonia Diaz academy—Charles R. Phillips, principal; Colonia Diaz, Mexico.

Latter-day Saints academy—Emil Maeser, principal; Thatcher, Arizona.

St. Joseph Stake academy—Joseph Peterson, principal; St. Johns, Arizona.

Onida Stake academy—Edwin C. Cutler, principal; Preston, Ida.

Fremont Stake academy—Ezra Christensen, principal; Rexburg, Ida.

Utah Stake academy—Vernal, Utah.

Latter-day Saints Seminary—Huntington, Utah.

Dublin academy—L. Paul Cordon, principal; Dublin, Mexico.

Cassia Stake academy—Oakley, Ida.

Bear Lake Stake academy—Paris, Ida.

Granite Stake academy—D. M. Todd, principal; Mill Creek, Utah.

Three Higher Schools.

Of these there are three that, by their pre-eminence, are looked up to by all the others as the leading schools of the church system of higher education. These are the Brigham Young college at Logan, the Brigham Young academy at Provo and the Latter-day Saints university of Salt Lake City.

The first two were founded and endowed by the late President Brigham Young. The Latter-day Saints univer-

sity has also within a few months received a valuable gift of land from the estate of President Young.

The academy is the oldest and largest of the three institutions, and is justly popular among the Mormon people for the work it is accomplishing in the training of the youth, and more particularly in the training of skilled teachers. Central and southern Utah contain large numbers of people who have been students of the academy.

The Brigham Young college at Logan, the second in size, is noted for its clean and accurate work in science which it has done for many years past, and its present course of study and facilities is constantly improving. It is the leading church school of northern Utah, and its fame has a heavy patronage also from Idaho.

The Latter-day Saints university has been in legal existence for only a few months, being the outgrowth of a former institution called the Latter-day Saints college, which was first established through four years and on a modest scale. Before the institution had changed its name and function, however, from that of college to that of university, it had so risen in its rank with the two more flourishing institutions in Logan and Provo.

The church board of education, in December, 1899, passed a resolution in regard to these three schools, formally recognizing the Latter-day Saints institutions of higher learning and decided, further:

"That each institution is to maintain a high school, offering at its discretion, a normal course, an academic course and a business course; each extending through four years and leading to a certificate of graduation; provided, that any institution may offer two or three years only of the work in any of the courses, without leading to graduation. In each of these courses the studies are to be essentially the same in each institution.

"That all collegiate or higher work is to be classified into three groups, as follows:

"1—Theology and English, philosophy, languages, history, sociology, the arts and law, and leading to the degree B. S.

"2—Theology and English, the mechanical, civil, electrical and mining engineering, and domestic and general pedagogy, including normal training, and leading to the degree B. S.

"3—Theology and English, general science, manual training, domestic arts, general pedagogy, including normal training, and leading to the degree A. B.

"That in groups 2 and 3, not more than three languages shall be required, no one of these extending in both high school and college, through more than three years in all, except Latin, which may extend through four years. "That the above groups be assigned as follows: Group 1, to the Latter-day Saints university; group 2, to the Brigham Young academy; group 3, to the Brigham Young college; and that each institution be required to develop the subjects so assigned as fast as the resources of the institution and the demands of the patrons will justify, and that a subject in addition to those assigned shall be taught in any of the institutions without a special authorization to do so.

"That no institution shall offer any degree on completion of less than four years of college work, and that no certificate of graduation be given by any institution on the completion of less than four years of work beyond the high school grade.

This will show the nature of the work these schools are doing. Since the above action was taken one of the three—the Latter-day Saints college—has been named and constituted the Latter-day Saints university, with authority to engage in university work. This institution is organized under the laws of the state by articles of incorporation that define its powers, prescribe its duties and indicate specifically its sphere of operations.

Purpose of Church Schools.

The purpose in view in establishing and maintaining these schools is not to interfere in any way with the public school system, but to provide especially during the period of youth and adolescence certain moral and religious instruction that the state schools do not in the opinion of the patrons of these schools, make adequate provision for. Moral and religious instruction occupy a regular place in the curriculum of studies in each church school.

Though intended primarily for the sons and daughters of Latter-day Saints, the church schools are open to all qualified persons. Students who are not members of the church are not required to pursue the studies in theology, but are expected to make formal application in order to be excused from these studies.

Board of Education.

The church schools are under the supervision of a general board of education, of whom the following well known citizens are the members:

Lorenzo Snow, chairman; Willard Young, Anthony H. Lund, James Sharp, Joseph F. Smith, John Nicholson, George H. Brimhall, Rudiger Clawson, Joseph M. Tanner, George Reynolds, secretary.

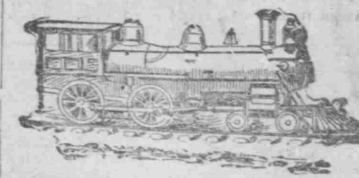
The direct supervision of the work is given to a general superintendent of instruction, Dr. J. M. Tanner, to whom may be addressed all inquiries regarding church schools.

INTERNATIONAL CORRESPONDENCE SCHOOL.

The International Correspondence School, of Scranton, Pa., is an institution which has made one of the great business successes of this age of great operations. There has been an enrollment within this state of 2,690 students, and in this city 1,000, and because of the universal satisfaction given, it is increasing faster than ever. The total enrollment of the school is now above 400,000. The average for the

past eight months has been 16,000 monthly, and for the previous eight months 12,000 per month. They teach successfully mining, mechanical, civil and electrical engineering; commercial, chemical, architectural and drawing classes, and German, French and Spanish, by mail. Text books adapted for all the different studies, and apparatus necessary is furnished to the student. Circulars will be sent on application, and inquiries will be cheerfully answered.

J. E. COUNSELLMAN,
400 Progress Building.



THE DENVER & RIO GRANDE RAILROAD

Current Time Table. LEAVE SALT LAKE CITY.

No. 5—For Grand Junction, Denver and points east.....	8:30 a.m.
No. 2—For Provo, Grand Junction and all points east.....	9:15 a.m.
No. 1—For Provo, Grand Junction and all points east.....	9:30 p.m.
No. 4—For Ogden and west.....	11:30 p.m.
No. 3—For Ogden and west.....	1:00 p.m.
No. 6—For Eureka, Payson, Heber, Provo and intermediate points.....	8:30 a.m.
No. 7—For Eureka, Payson, Heber, Provo and intermediate points.....	5:00 p.m.
No. 8—For Ogden and the west.....	9:30 a.m.
No. 9—For Ogden and the west.....	1:00 p.m.
No. 10—For Ogden and the west.....	1:00 p.m.

ARRIVE SALT LAKE CITY.

No. 5—From Provo, Grand Junction and the east.....	9:30 a.m.
No. 1—From Provo, Grand Junction and the east.....	12:45 p.m.
No. 2—From Provo, Grand Junction and the east.....	10:30 a.m.
No. 3—From Provo, Heber, Ham, Eureka, Marysville, Mant, and intermediate points.....	6:00 p.m.
No. 4—From Ogden and the west.....	8:20 a.m.
No. 6—From Ogden and the west.....	3:30 p.m.
No. 7—From Ogden and the west.....	3:30 p.m.
No. 8—From Park City.....	10:30 a.m.
No. 9—From Park City.....	6:40 p.m.

Perfect Dining Car Service. Sleeping Cars Chicago Without Change. Ticket Office, 108 West Second South, Postoffice Corner. Phone, 26.

Time Card. In Effect Aug. 1, 1901.

Depart.

For Ogden, Cache Valley, Omaha, Chicago, Denver, Kansas City and all points east.....	7:30 a.m.
For Garfield Beach, Tooele and Panguitch.....	7:45 a.m.
For Panguitch, Hatch, Tropic, Alton and Mant.....	7:55 a.m.
For Panguitch, Hatch, Tropic, Alton and Mant.....	7:55 a.m.
For Ogden, Chicago, St. Louis, Kansas City, Omaha, Denver and intermediate points.....	9:45 a.m.
For Ogden, Chicago, St. Louis, Kansas City, Omaha, Denver and intermediate points.....	12:45 p.m.
For Ogden, Chicago, St. Louis, Kansas City, Omaha, Denver and intermediate points.....	7:30 p.m.
For Ogden, Chicago, St. Louis, Kansas City, Omaha, Denver and intermediate points.....	10:30 p.m.

From Ogden, Chicago, Omaha, St. Louis, Kansas City and intermediate points.....

From Ogden, Portland, Spokane, Butte, Helena and San Francisco.....

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